**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: Day 3of Task 1 |
| **Unit Title:**  **Unit 1: Understand Place Value (hundreds, tens, ones)** | | | | **Corresponding Unit Task:** *performance task that this particular lesson will lead to.*  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  **How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number?**  **(These stay up during the entire 25 days)** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Baskets of different numbers of pencils or classroom supply items for grouping, rubber bands, generic chart for graph, hundreds board and counters (optional), small groups of items (optional), number line** | | **Student:**  **Math journals, pencils** | | | **Hundreds**  **Tens**  **Ones**  **Fives**  **Skip counting**  **Bundle**  **Group**  **Tally marks**  **Record**  **Graph**  **Number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | |
| **I Can Statement(s):**  **I can skip count by 2’s, 5’s, 10’s to 1000.**  **I can understand that each digit in a 3 digit number represents hundreds, tens, and ones.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will model how to count by five using students fingers as an example. Using one table of students, the teacher will count the number of fingers at that table by skip counting aloud by 5’s. The teacher will then tell the total number of fingers at that table (ex: There are 25 fingers at Jeff’s table). The teacher will ask the other tables to mentally think if their table would have the same number of fingers. The students would talk at their tables to compare their thoughts on the question. The teacher would ask for the first table to count aloud to the class to show the number of fingers at their table. Then the next table would count on from that number to show their number of fingers. Continue this process until all tables have counted aloud their number of fingers which will result in the total number of fingers for the entire group of students.  Using a number line, the teacher will skip count orally by 5’s along with the students to arrive at total number of fingers for the class. After the students have skip counted by 5’s students will hold up 10 fingers each and count by 10’s throughout the room. | | | | | |
| **Teacher Directed:**  Then introduce counting by 2’s using the students’ legs. Students will stand up and the teacher will guide their counting through 2’s.  Using a large or overhead hundreds board 1-100 (but have a 101-200 board ready). Place a chip on 20 and count by 2’s with the students placing a chip on each number. Repeat process using a different starting number. \*\*\*For exposure, start counting by 2s starting with 1. | | | | | |
| **Guided Practice:**  Provide pairs of students with a hundreds board higher than 100. Students will work together to count by 2s and mark their board. Have children tell about the patterns they see. Using a number line, repeat the process as a group with a number line that goes from 70 – 100 with increments of 2s. | | | | | |
| **Independent Practice:**  Provide students with a number line starting at 206 and have them write the numbers on the number line to 220. Provide students with a hundreds board if needed. Teacher would collect math journals to check for accuracy. | | | | | |
| **Closing/Summarizing Strategy:**  Students will talk at their tables about what they learned today about skip counting by 2s using the essential vocabulary.  Teacher asks: How are numbers counting by twos similar and different? | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Skip counting by 2s starting with an odd number. * Have an additional table supplied with items that you cannot bundle evenly in groups of 5 (perhaps 3’s) | | | * Have students count by 2’s using a hundreds board and placing a counter on the corresponding number. * The student could use two individual unifix cubes and connect them to reinforce the concept of skip counting by 2s. | | | * Students count small groups of items using one to one correspondence building up to the groups of 2 concept. |
| **Assessment(s):**  The teacher will assess student understanding of skip counting by 2s by checking the students’ math journal. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |